DOCUMENT RESUME

ED 457 704 FL 801 458

AUTHOR	Tolbert, Michelle
TITLE	English Literacy and Civics Education for Adult Learners. Special Policy Update.
INSTITUTION	National Inst. for Literacy, Washington, DC.
PUB DATE	2001-08-00
NOTE	32p.
CONTRACT	ED01P00319
AVAILABLE FROM	National Institute for Literacy, 1775 I St., NW, Suite 730, Washington, DC 20006-2417. Tel: 800-228-8813 (Toll Free). For full text: http://www.nifl.gov/nifl/policy/esl.pdf.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; *Civics; *English (Second Language); *Federal Legislation; Immigrants; Limited English Speaking; *Literacy; National Programs

ABSTRACT

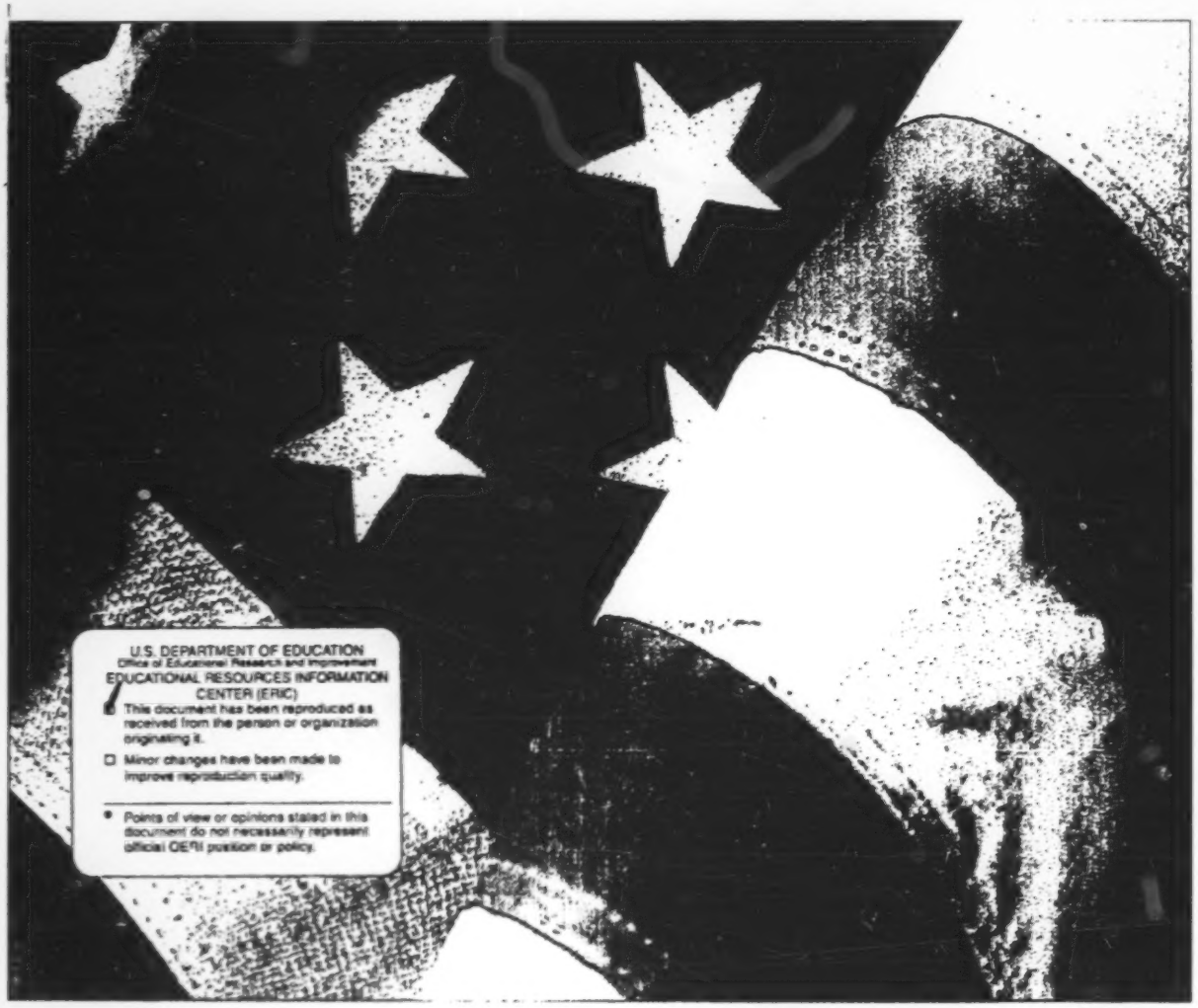
This report summarizes the federal legislation authorizing the English Literacy and Civics Education (EL/CE) initiative, discusses the background of English literacy and civics education in the United States, and describes the adult English language learner population today. In addition, the report also reviews the current status of the EL/CE initiative, highlighting promising practices of the EL/CE demonstration projects now underway. Section headings include the following: "Overview"; "Federal Legislation"; "English Literacy Instruction and Civics Education in the United States"; "Instructional Approaches Used With the Adult English Language Learner Population"; "Profiles of the English Literacy and Civics Education Demonstration Projects" (which includes subheadings on the purpose of the projects, partnerships, needs assessment, approaches, curriculum, assessment tools, professional development, and products); "English Literacy and Civics Education Demonstration Project Information"; and "Recommended Resources." (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

August 2001

English Literacy and Civics Education for Adult Learners

ED 457 704



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Special Policy Update

FL801458

NIFL
National Institute for Literacy

BEST COPY AVAILABLE

English Literacy and Civics Education for Adult Learners

Special Policy Update

Developed by Michelle Tolbert

A contractor funded by the National Institute for Literacy through Contract No. ED01P00319. The contract award included all costs associated with the performance of the contractor.

August 2001

This **Special Policy Update** was produced by the NATIONAL INSTITUTE FOR LITERACY, an independent federal organization that is leading the effort toward a fully literate America. By fostering collaboration and innovation, the Institute helps build and strengthen state, regional, and national literacy infrastructures, with the goal of ensuring that all Americans with literacy needs receive the high quality education and basic skills services necessary to achieve success in the workplace, family, and community.

4

BEST COPY AVAILABLE

Contents

Acknowledgements ..... *v*

Overview 1

Federal Legislation 2

English Literacy Instruction and Civics Education in the United States 4

Characteristics of the Adult English Language Learner Population 5

Instructional Approaches used with the Adult English Language Learner Population 9

Profiles of the English Literacy and Civics Education Demonstration Projects 10

- Purpose of Projects 11
- Partnerships 12
- Needs Assessment 12
- Approaches 13
- Curriculum 14
- Assessment Tools 14
- Professional Development 15
- Products 15

Conclusion 16

English Literacy and Civics Education Demonstration Project Information 18

Recommended Resources 24

Acknowledgements

The author would like to thank the directors and coordinators of the EL/CE demonstration projects for responding to the NIFL survey and NIFL follow-up calls.

The author would also like to thank the following individuals for generously sharing their time and expertise:

Joyce Campbell
U.S. Department of Education, Office of Vocational and Adult Education, Washington, DC

Mike Dean
U.S. Department of Education, Office of Vocational and Adult Education, Washington, DC

Edith Gower
National Alliance of Urban Literacy Coalitions, Houston, TX

Susan Green
National Institute for Literacy, Washington, DC

Christy Guillon
National Institute for Literacy, Washington, DC

Alice Johnson
National Institute for Literacy, Washington, DC

Cheryl Keenan
Pennsylvania Department of Education, Harrisburg, PA

Lennox McLendon
National Adult Education Professional Development Consortium, Inc., Washington, DC

Rebecca Moak
U.S. Department of Education, Office of Vocational and Adult Education, Washington, DC

Jim Parker
U.S. Department of Education, Office of Vocational and Adult Education, Washington, DC

Lynn Reddy
National Institute for Literacy, Washington, DC

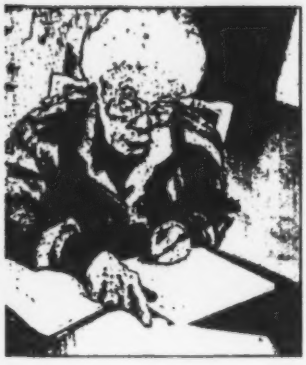
Carolyn Staley
National Institute for Literacy, Washington, DC

Lynda Terrill
National Center for ESL Literacy Education, Washington, DC

John Weintraub
U.S. Department of Education, Office of Vocational and Adult Education, Washington, DC

PROJECT MANAGER AND AUTHOR

Michelle Tolbert
National Institute for Literacy, Washington, DC



English Literacy and Civics Education for Adult Learners

Overview

With the dramatic increase in the number of adult learners enrolled in English for Speakers of Other Languages (ESOL) classes over the last two decades, ESOL has captured the attention of policymakers on both the state and national level. In fact, President Bush recently announced, as part of his fiscal year 2002 education budget proposal, his plans to continue funding the English Literacy and Civics Education formula grant to the states at $70 million.[1] Together with a two-year English Literacy and Civics Education (EL/CE) demonstration program funded by the U.S. Department of Education with National Leadership monies beginning in fiscal year 1999, the EL/CE formula grant aims to provide and make more accessible English literacy instruction and civics education to those in need.[2]

This report summarizes the federal legislation authorizing the EL/CE initiative, discusses the background of English literacy and civics education in the U.S., and describes the adult English language learner population today.[3] In addition, the report reviews the current status of the EL/CE initiative, highlighting promising practices of the EL/CE demonstration projects now a year underway.

[1] Office of Management and Budget. (2001). *Budget of the United States Government, FY 2002.* Washington, DC: Author. <http://www.whitehouse.gov/omb/budget/fy2002/budget.html>

[2] U.S. Department of Education, Office of Vocational and Adult Education. (2001). *English Literacy/Civics Education Demonstration Projects.* Washington, DC: Author. <http://www.ed.gov/offices/OVAE/ELCIVICS>

[3] The terms adult English language learner and adult ESOL learner will be used interchangeably throughout this report.

Federal Legislation

State and national policymakers are focusing more and more of their attention on the changing demographics within adult education programs, where the demand for ESOL instruction is sharply rising. In fact, ESOL is the fastest growing component of adult education. In 1999, close to 3.6 million adults were enrolled in federally funded adult education programs. Of those adults, 47 percent were receiving ESOL instruction. From just under 400,000 adults in 1980, enrollment in federally funded ESOL classes has more than quadrupled in the last two decades.[4] Moreover, the increase in the demand for ESOL classes is likely to be higher given that the total number of federally funded ESOL programs does not include programs that do not receive federal dollars.

The growth in the number of adults wishing to enroll in ESOL classes has resulted in programs throughout the country maintaining long waiting lists that can involve waits of a few months to over a year. Some states employ a lottery system for determining enrollment and others are forced to turn away interested English language learners.[5] Many ESOL programs are prevented from marketing their classes to hard-to-serve populations simply because they do not have the capacity to accept additional adult learners.[6]

Coupled with the demand for ESOL instruction is a demand for civics education and citizenship preparation. Composed primarily of immigrants, the adult English language learner population is more likely than natives to be poor and unfamiliar with the institutional structures of the U.S.[7] In order to increase economic mobility and community involvement, instruction in civics and life skills for adults learning English is needed.[8]

To address both civics education and ESOL instruction needs, the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) used National Leadership funds, as provided by Title II, section 243 of the Adult Education and Family Literacy Act (AEFLA), to award 12 demonstra-

[4] U.S. Department of Education, Office of Vocational and Adult Education. (2001). *Adult Education Data and Statistics*. <http://www.ed.gov/offices/OVAE/datahome.html>

[5] National Center for ESL Literacy Education. (2001). The Waiting Game. *NCLEnotes*, Vol. 6, no. 1.

[6] EL/CE Demonstration Project Directors, personal communication, March 2001.

[7] The U.S. Census Bureau defines foreign born [immigrants] as all persons not born in the U.S., U.S. territories, or of a U.S. citizen parent. All persons born in the United States, including the children of illegal aliens, are considered natives.

[8] U.S. Department of Education. (1999, November 17). *English Literacy and Civics Education Demonstration Grants; Inviting Applications for New Awards for Fiscal Year 1999 Funds; Notice*. Federal Register, 64(221), 62919–62941.

tion projects a total of $6.95 million over two years beginning in fiscal year 1999.[9] In addition, Congress authorized the EL/CE formula grant to the states under Title II of AEFLA, as amended by the Workforce Investment Act of 1998.[10] Both initiatives—the discretionary grant and the formula grant—aim to promote the teaching of literacy skills and civics education in an integrated and coordinated program for adults learning English.

EL/Civics Education State Grants FY 2000 and FY 2001 Allocations

STATE	FY 2000	FY 2001
Alabama	0	$ 141,667
Alaska	0	92,037
Arizona	$ 316,654	930,301
Arkansas	0	99,174
California	7,650,885	20,959,667
Colorado	232,990	625,355
Connecticut	287,247	762,276
Delaware	0	92,652
District of Columbia	104,495	265,475
Florida	2,183,536	5,799,872
Georgia	357,630	959,357
Hawaii	216.421	544.010
Idaho	0	156,757
Illinois	1,294,585	3,502,488
Indiana	119,727	317,599
Iowa	0	186,122
Kansas	103,436	271,661
Kentucky	0	153,025
Louisiana	101,510	252,905
Maine	0	64,497
Maryland	527,650	1,384,263
Massachusetts	600,839	1,576,142
Michigan	437,129	1,168,018
Minnesota	230,877	595,325
Mississippi	0	72,324
Missouri	130,366	343,335
Montana	0	60,000
Nebrask	0	145,942
Nevada	181,589	542,609
New Hampshire	0	93,996
New Jersey	1,395,520	3,481,823
New Mexico	128,216	312,652
New York	3,990,611	10,412,337
North Carolina	200,918	553,676
North Dakota	0	60,000
Ohio	260,532	679,375
Oklahoma	97,530	254,338
Oregon	226,975	616,526
Pennsylvania	444,777	1,203,068
Rhode island	0	211,716
South Carolina	0	182,878
South Dakota	0	60,000
Tennessee	110,229	279,475
Texas	2,251,169	5,874,702
Utah	102,963	278,665
Vermont	0	60,000
Virginia	551,515	1,440,823
Washington	543,549	1,433,590
West Virginia	0	60,000
Wisconsin	117,930	325,505
Wyoming	0	60,000
TOTAL	$ 25,500,000	70,000,000

Source: U.S. Department of Education

In fiscal year 2000, $25.5 million in formula grant money was awarded to the states as directed by section 1000(a)(4) of the 1999 Consolidated Appropriations Act (P.L. 106–33). Thirty-one states and the District of Columbia received state grants based on a formula that allocated half of the money to states with the "largest absolute need for services" and half of the money to states with the "largest recent growth in need for services."[11] OVAE used the Immigration and Naturalization Service (INS) data on immigrants admitted for legal permanent residence to determine which states received money.[12]

Reauthorization for fiscal year 2001 increased funding for the formula state grants to $70 million, guaranteeing that all states will receive a minimum of $60,000 each to create, expand and/or enhance their EL/CE programs. Congress also changed the formula OVAE uses to determine the state grant amounts to the following: 65 percent to states with the "largest absolute need for services" and 35 percent to states with the "largest recent growth in need for services."[13]

With the addition of the funding provided by the EL/CE initiative, there are currently three sources of federal funding under the AEFLA for adult ESOL programs.

1. Basic grants to the states for adult education
   (distributed based upon state-established funding criteria)
2. EL/CE formula grants to the states
3. EL/CE discretionary grants to 12 demonstration projects
   (to end in fiscal year 2001)

[9] U.S. Department of Education. (2000). *Immigrants to Receive Lessons in English, Civics, Under Education Department Grants.* Washington, DC: Author. <http://www.ed.gov/pressreleases/05-2000/0510b.html> [10] The Workforce Investment Act of 1998 (P.L. 105–220). <http://www.thomas.loc.gov/>

[10] The Workforce Investment Act of 1998 (P.L. 105–220). <http://www.thomas.loc.gov/>

[11] U.S. Department of Education, Office of Vocational and Adult Education. (2001). *News.* Washington, DC: Author. <http://www.ed.gov/offices/OVAE/elcivnews.html>

[12] The 1999 Consolidated Appropriations Act (P.L. 106–133). <http://www.thomas.loc.gov/>

[13] U.S. Department of Education, Office of Vocational and Adult Education. (2001). *News.* Washington, DC: Author. <http://www.ed.gov/offices/OVAE/elcivnews.html>

BEST COPY AVAILABLE

English Literacy Instruction and Civics Education in the United States

Although federal money specifically supporting the combination of English literacy and civics education in the classroom is a fairly new phenomenon, programs providing English literacy instruction and civics education have been a part of the U.S. for over a century. From the first half of the 20th century, when the U.S. population was dominated by European immigrants, to today, where the majority of immigrants arrive from Central America and Asia,[14] immigrants have participated in programs that combined English literacy instruction and civics education. Programs were offered by settlement houses and labor unions in the early 1900's, as well as by community groups, public schools, and churches later in the century.[15]

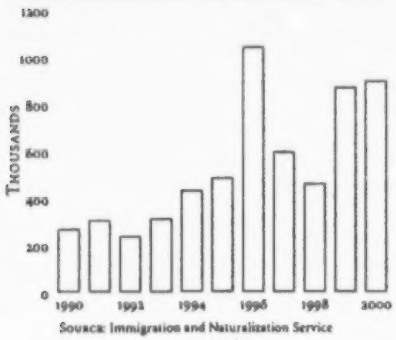
Much of the need for immigrants to participate in English literacy and civics education programs has been driven by citizenship requirements. Beginning in 1906, immigrants seeking citizenship had to demonstrate the ability to speak English. While some courts in the early 1900's interpreted the law as requiring applicants to read and write in English, a clear reading and writing mandate was not included in the law until 1950.[16] Today, applicants must show knowledge of U.S. history and civics on the INS exam.[17]

Enrollment in English literacy and civics education classes was also influenced by the passage of the Immigrant Reform and Control Act (IRCA) of 1986, which included a "general" legalization program permitting more than 1.7 million undocumented persons to apply for legal status in the U.S. To help states handle this influx of immigrants applying for residency, a temporary program was authorized under IRCA to defray the states' costs of providing services to immigrants. The State Legalization Impact Assistance Grants (SLIAG), authorized through 1994, drew on $3.5 billion to reimburse states for the costs of

[14] Camarota, Steven A. (2001). *Immigrants in the United States – 2000: A snapshot of America's foreign-born population*. Washington, DC: Center for Immigration Studies.
[15] Silliman, A (1997). Teaching for Citizenship. *Hands-on-English*. 6(6), 4–5. (ED No. 374 686).
[16] Becker, A. (1993). *Building bridges: A resource guide on citizenship*. Chicago: Travelers and Immigration Aid. (ED No. 373 589)
[17] Nixon, T. & Keenan, F. (1997). *Citizenship preparation for adult ESL learners*. ERIC Digest. Washington, DC: National Center for ESL Literacy Education. (ED No. 409 747)

public assistance and health programs, English literacy classes, and workplace programs targeted at immigrants applying for permanent residency.[18]

Naturalization Rates 1990–2000



Source: Immigration and Naturalization Service

Recent passage of a welfare and immigration reform package has contributed to an even greater demand for English literacy and civics education instruction today. The Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996 restricted eligibility requirements for health and social services, such as Supplemental Security Income (SSI) and food stamps, previously available to all immigrants.[19] As a result, a large surge in the number of immigrants applying for citizenship occurred after the passage of PRWORA.[20] Requirements under PRWORA continue to be amended by Congress, as do requirements for citizenship. Current requirements can be found on the INS web site, www.ins.gov, under Laws, Regulations, and Guides.

Characteristics of the English Language Learner Population

While programs combining English literacy instruction and civics education have existed for more than a century, the population being served by such programs has changed considerably. With immigrants making up nearly 100 percent of the adult English language learner population,[21] the data collected by the U.S. Census Bureau from the March 2000 Current Population Survey (CPS) shows the extent to which the adult English language learner population has changed. Composed largely of Hispanics and Asians, the immigrant population today sharply contrasts with the European dominated immigrant population from the first half of the 20th century. According to the CPS data, of the 28.4 million immigrants in the U.S. in 2000, 51 percent were Latin American, 25.5 percent were Asian, and

[18] Department of Health and Human Services, Administration for Children and Families. (1994). *Fact Sheet: State Legalization Impact Assistance Grants*. Washington, DC: Office of Refugee Resettlement. <http://www.acf.dhhs.gov/programs/SLIAG/sliag.txt>

[19] Personal Responsibility and Work Opportunity Act of 1996 (P.L. 104–193). <http://www.thomas.gov>

[20] Nixon, T. & Keenan, F. (1997). *Citizenship preparation for adult ESL learners*. ERIC Digest. Washington, DC: National Center for ESL Literacy Education. (ED No. 409 747)

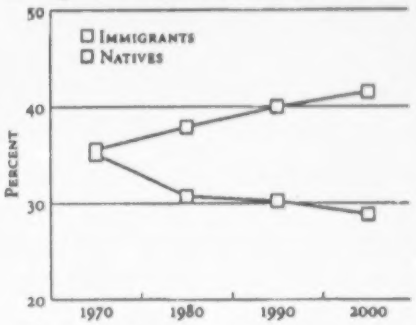
[21] U.S. Department of Education. (1995). *Adult education for limited English proficient adults*. Washington, DC: Office of Vocational and Adult Education, Adult Learning and Literacy Clearinghouse. <http://www.ed.gov/offices/OVAE/AdultEd/InfoBoard/fact-3.html>

BEST COPY AVAILABLE

15.3 percent were European. A total of 28.4 million immigrants made up 10.4 percent of the U.S. population in 2000, up from 7.9 percent in 1990.[22]

The immigrant population today is different than in years past not just in terms of size and origin, but also economic status. An analysis of the 2000 CPS data conducted by the Center for Immigration Statistics (CIS) showed that immigrants today are more likely to be poor and remain poor longer than immigrants of the past. In fact, the poverty rate for immigrants in 2000 was 50 percent higher than that of the native-born population.[23] In 1970, however, the percentage of immigrants living in or near poverty was lower than the percentage of low-income natives.[24] The main cause for the poverty gap, according to CIS, is lower education levels among immigrants. In addition, the CIS study found immigrants were 30 to 50 percent more likely to be on welfare than natives and made up 60 percent of the country's uninsured population.[25]

Percent of Immigrants and Natives Living in or Near Poverty 1970–2000



Source: Center for Immigration Studies

The National Household Education Survey (NHES) of 1995 found that 12 million U.S. adults, approximately five percent of the population, speak a language other than English as their primary language at home. Given language barriers limiting those who could be surveyed and a growth in the immigrant population, the number of adults whose primary language is other than English is expected to be much higher today. Of the 12 million documented in 1995, 25 percent reported interest in taking ESOL classes but had not done so in the prior 12 months. Their reasons for not participating included: lack of awareness, time, money, childcare, and transportation. Those who were more likely to participate in ESOL classes were younger, newer to the U.S., and had achieved a higher level of education in their native language.[26] In addition, studies have found that adult English language learners generally demonstrate high levels of enthusiasm for learning English and stay in programs longer than other adult learners.[27]

Although there are some common characteristics of the adult English language learner population overall, it is still very diverse. Differences can be found in individuals' experiences, cultures, socio-economic status, and educational backgrounds. Some are refugees coping with past traumas; others hold

[22] Lollock, L. (2001). *The foreign-born population in the United States: March 2000.* Current Population Reports, P20–534. Washington, DC: U.S. Census Bureau.

[23] Camarota, Steven A. (2001). *Immigrants in the United States–2000: A snapshot of America's foreign-born population.* Washington, DC: Center for Immigration Studies.

[24] The Center for Immigration Studies considers persons living at 200 percent of the official poverty threshold as living in or near poverty.

[25] Camarota, Steven A. (2001). *Immigrants in the United States–2000: A snapshot of America's foreign-born population.* Washington, DC: Center for Immigration Studies.

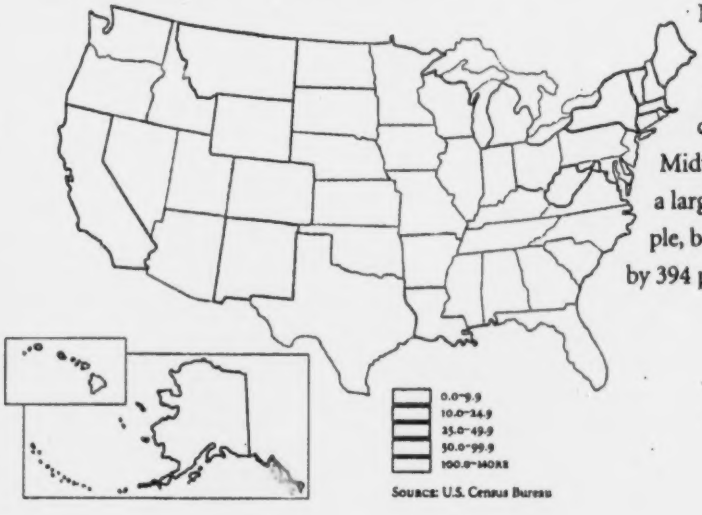
[26] U.S. Department of Education. (1998). *Adult participation in English-as-a-second-language (ESL) classes.* Washington, DC: National Center for Education Statistics.

[27] Fitzgerald, N. (1995). *ESL instruction in adult education: Findings from a national evaluation.* ERIC Digest. Washington, DC: National Clearinghouse for ESL Literacy Education. (ED No. 385 171)

Ph.D.s from their native countries; and still others may have only had a few years of schooling in their native languages.[28]

Results from the 2000 Census will unveil more about the adult English language learner population. In fact, the first demographic details from the 2000 Census indicate that the number of Hispanics in the U.S. is even larger than shown by the 2000 CPS data. The 2000 Census figures reveal that the Hispanic population grew 58 percent since 1990, making the number of Hispanics approximately equal to that of blacks in the U.S.[29] In fact, the 100 largest cities in the U.S. gained 3.8 million new Hispanic residents, a 43 percent increase since 1990. Over one-third of those cities saw their Hispanic population double in size. The largest growth occurred in cities such as Charlotte, NC (614 percent), Raleigh, NC (557 percent), Nashville, TN (456 percent), and Memphis, TN (334 percent). Suburbs also experienced a growth in their immigrant population, becoming nearly as diverse as the cities.[30] According to the U.S. Census Bureau, this larger-than-expected Hispanic population growth is primarily attributed to record numbers of immigrants entering the country and more minority residents participating in the Census due to an extensive outreach campaign.[31] The Hispanic population was not the only ethnic population that grew, however; the number of Asians in the top 100 cities increased by 38 percent.[32]

Percent Increase in Hispanic Population by State: 1990–2000



SOURCE: U.S. Census Bureau

Newly released 2000 Census data also show that the immigrant population, while still concentrated in a few states and cities, is spreading throughout the country. Suburbs and small towns of the Northeast, Midwest, and South are experiencing for the first time a large growth in their immigrant populations. For example, between 1990 and 2000 the Hispanic population grew by 394 percent in North Carolina, 337 percent in Arkansas,

[28] Brod, Shirley. (1995). *Outreach and retention in adult ESL literacy programs.* Washington, DC: National Center for ESL Literacy Education.

[29] Grieco, E. and Cassidy, R. (2001). Overview of race and Hispanic origin. *Census 2000 Briefs.* Washington, DC: U.S. Census Bureau. <http://www.census.gov/prod/2001pubs/c2kbr01–1.pdf>.

[30] The Brookings Institution Center on Urban and Metropolitan Policy. (2001, April). Racial Change in the Nation's Largest Cities: Evidence from the 2000 Census. Washington, DC: Author. <http://www.brookings.edu/es/urban/census/citygrowth.htm>

[31] Grieco, E. and Cassidy, R. (2001). Overview of race and Hispanic origin. *Census 2000 Briefs.* Washington, DC: U.S. Census Bureau. <http://www.census.gov/prod/2001pubs/c2kbr01–1.pdf>

[32] The Brookings Institution Center on Urban and Metropolitan Policy. (2001, April). Racial Change in the Nation's Largest Cities: Evidence from the 2000 Census. Washington, DC: Author. <http://www.brookings.edu/es/urban/census/citygrowth.htm>

217 percent in Nevada, and 136 percent in Delaware.[33] New immigrants account for much of this growth. A strong job market in the suburbs and small towns is also a contributing factor.[34] Despite the dispersion of the immigrant population throughout the U.S., however, a *Washington Post* analysis of the 2000 Census data showed that while integration is growing among black and white Americans, the Hispanic population is becoming increasingly isolated in ethnic enclaves where little English is spoken.[35]

The initial results of the 2000 Census, as well as the 2000 CPS and the 1995 NHES, illustrate an increasing and complex need for English literacy instruction and civics education. The need is exemplified in the growth of the immigrant population, the widening of the poverty gap between immigrants and natives, the number of non-English speakers who are not enrolled in ESOL classes, and the dispersion of immigrants throughout the U.S. This need has important implications for the adult education field, as for well as state and federal policymakers:

1. States and cities experiencing a new immigrant population or a large growth in their immigrant population need to reexamine the services they provide in order to ensure that the needs of their increasingly diverse population are being met.
2. With the increase in the number of immigrants in the U.S., waiting lists for ESOL programs will only continue to grow unless adult education programs receive the necessary resources to expand their programs to meet this rising demand.
3. More resources need to be directed toward recruiting and training ESOL teachers. Given the existing poverty gap between immigrants and natives, training must include civics education.

[33] Department of Commerce, U.S. Census Bureau. (2001). *American FactFinder*. Washington, DC: Author. <http://www.factfinder.census.gov/servlet/BasicFactsServlet>

[34] Department of Commerce, U.S. Census Bureau. (2001). *Census 2000 race & Hispanic-origin findings*. Press Release. Washington, DC: Author. <http://www.census.gov/Press-Release/www.2001/cb01cn60.html>

[35] Cohen, S. and Cohn, D. (2001, April 1). *Racial integration's shifting patterns: Enclaves persist, Black-white divide shrinks*. The Washington Post, A01.

Instructional Approaches used with the Adult ESOL Population

Although more ESOL programs and trained teachers are needed to meet the rising English literacy and civics education demand, many strong programs currently exist that enroll adults who want to develop English literacy skills to improve their marketability within the job force, further their education, or better their personal and family lives.[36] ESOL classes and activities are often structured to accommodate for beginning, intermediate, and advanced levels of proficiency. Some programs combine all three in one classroom using a multilevel curriculum.[37] Depending on the providers' resources and the needs of the learners, different methods, techniques, and technologies are used.[38]

Federal Definition of Civics Education

"An educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help learners acquire the skills and knowledge to become active and informed parents, workers, and community members."

While the main goal of ESOL programs under the AEFLA is to assist English language learners to achieve competency in the English language, most classes have also made it a practice to incorporate learners' needs and interests into the ESOL curriculum. For example, ESOL classes geared toward adult learners who recently arrived in the U.S., such as refugees, may include survival and life skills instruction in their curriculum. Other classes may combine ESOL instruction with vocational education and family literacy, as well as citizenship, academic, and GED preparation.[39] All of these areas generally fall under the following federal definition of civics education: "an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help learners acquire the skills and knowledge to become active and informed parents, workers, and community members."[40]

---

[36] Fitzgerald, N. (1995). *ESL instruction in adult education: Findings from a national evaluation.* ERIC Digest. Washington, DC: National Clearinghouse for ESL Literacy Education. (ED No. 385 171)

[37] Terrill, Lynda. (2000). *Civics education for adult English language learners.* Washington, DC: National Center for ESL Literacy Education. <http://www.cal.org/ncle/DIGESTS/Civics.htm>

[38] EL/CE Demonstration Project Directors, personal communication, March 2001.

[39] National Center for ESL Literacy Education. (2000). *Frequently asked questions in adult ESL literacy.* Washington, DC: Author. <http://www.cal.org/ncle/FAQS.HTM>

[40] U.S. Department of Education. (1999, November 17). *English Literacy and Civics Education Demonstration Grants; Inviting Applications for New Awards for Fiscal Year 1999 Funds; Notice.* Federal Register, 64(221), 62919–62941.

The federal definition of EL/Civics includes two components—citizenship education and civic participation education. Citizenship education teaches immigrants basic skills needed to pass the INS exam. Civic participation education teaches immigrants how to be active community members and why they should be active by providing them with a comprehensive understanding of the U.S.'s culture, government, and educational system.[41]

To learn more about literacy education for adults learning English as a second language, visit the National Center for ESL Literacy Education (NCLE) Web site (http://www.cal.org/ncle) where 75 ERIC digests and Q&As can be found on the issue. For specific information on incorporating English literacy instruction and civics education, visit NCLE's *EL/Civics Activities for Adults* page, as well as read NCLE's most recent ERIC Q&A titled "Civics Education for Adult English Language Learners."

Profiles of the English Literacy and Civics Education Demonstration Projects

While many programs have successfully combined English literacy and civics education in the classroom, the federal government recognized that it would benefit the field to explore new and promising approaches to reach hard-to-serve populations, incorporate civics and technology into the ESOL classroom, and train ESOL teachers.[42] Since funding from the EL/CE formula grant to the states is still being dispersed by many of the states, it is too soon to tell which approaches will be explored on the state level. However, the 12 demonstration projects funded by the Depart-

[41] Terrill, Lynda. (2000). *Civics education for adult English language learners.* Washington, DC: National Center for ESL Literacy Education. <http://www.cal.org/ncle/DIGESTS/Civics.htm>

[42] U.S. Department of Education. (1999, November 17). *English Literacy and Civics Education Demonstration Grants; Inviting Applications for New Awards for Fiscal Year 1999 Funds; Notice.* Federal Register, 64(221), 62919–62941.

ment of Education in fiscal year 1999 are almost a year underway. While an assessment of the demonstration projects is premature at this time, they do provide examples of promising practices in the ESOL field today. These demonstration projects include pilot programs in the following states: Massachusetts, Connecticut, New York, Illinois, Pennsylvania, Minnesota, Kansas, Kentucky, Florida, Oklahoma, Texas, and California.[43] In addition, many of the demonstration projects are planning to expand their programs to other states and/or make their materials available to those interested.[44]

EL/CE Demonstration Project and Grant Award Amount

Basic English for Lifelong Learning and Citizenship, Catholic Social Services of Fall River, Inc., MA	$521,000
Bright Ideas: Providing Effective Ideas to Hard-to-Serve Clients, The Coalition for Limited Speaking Elderly, IL	$326,880
Empowerment Voice–A Collaborative Project, Lutheran Social Services of New England, Inc., MA	$685,200
English Literacy and Civics Education Program, Bronx Community College of the City University of New York, NY	$610,000
English Literacy and Civics Education Program, National Alliance of Vietnamese American Service Agencies, MD	$606,600
ESOL and Effective Citizenry Program, The Fortune Society, Inc., NY	$481,200
Farmworkers Achieving with Civics Education Services (FACES), BOCES Geneseo Migrant Center, NY	$675,300
Illinois Connections: Civics Education for Involved Communities, The Center: Resources for Teaching and Learning, IL	$530,570
Literacy and Civics Education in New York, Southern Westchester BOCES, NY	$690,000
PBS ESL/Civics Link, PBS Literacy Link, VA	$626,250
Process of English and Civics Education (PEACE) Curriculum Project, California Literacy, Inc., CA	$453,100
Project SHINE (Students Helping in the Naturalization of Elders), Temple University, PA	$690,000

Purpose of the Projects

With varied target populations such as migrant farmworkers, the elderly, ex-offenders, and refugees, each of the 12 demonstration projects uses its EL/CE money differently. For example, the *English Literacy and Civics Education Program*, National Alliance of Vietnamese American Service Agencies (NAVASA), MD, is creating an on-line virtual teacher to be used by its eight affiliates nationwide, whose student populations are composed of former political prisoners, Armerasians, elderly refugees, and other disadvantaged populations. Another on-line program is being launched by *PBS ESL/CivicsLink*, PBS LiteracyLink, VA; but, rather than developing a curriculum, this program is designing an on-line EL/CE professional development program. *Project SHINE* (Students Helping in the Naturalization of Elders), Temple University, PA, is drawing on an underutilized resource—college students—to tutor elderly immigrants and refugees, with the hope of breaking down age and cultural stereotypes. Other projects are also using college students and high school students as tutors, such as *English Literacy and Civics Education Program*, NAVASA, MD, and *Literacy and Civics Education in New York*, Southern Westchester BOCES, NY.[45]

The *ESOL and Effective Citizenry Program*, the Fortune Society, NY, is providing English literacy and civics instruction to ex-offenders as they transition from prison back into society, as well as individuals on probation, parole, or who have received Alternative to Incarceration (ATI) sentences. Hard-to-serve populations are also being addressed by the *Farmworkers Achieving with Civics Education Services (FACES)*, BOCES Geneseo Migrant Center, NY, which focuses on instruction and instructional materials for migrant farmworkers at the lowest levels of English proficiency and academic preparedness, and *Basic English for Lifelong Learning and Citizenship*, Catholic Social Services of Fall River, MA, which enrolls adult learners not literate in their native languages. In addition, *Bright Ideas: Providing Effective Instruction for Hard-to-Serve Clients*,

[43] U.S. Department of Education, Office of Vocational and Adult Education. (2001). *English Literacy/Civics Education Demonstration Projects*. Washington, DC: Author. <http://www.ed.gov/offices/OVAE/ELCIVICS>

[44] EL/CE Demonstration Project Directors, personal communication, March 2001.

[45] U.S. Department of Education, Office of Vocational and Adult Education. (2001). *English Literacy/Civics Education Demonstration Projects*. Washington, DC: Author. <http://www.ed.gov/offices/OVAE/ELCIVICS>

BEST COPY AVAILABLE

the Coalition of Limited Speaking Elderly, IL, is structuring their program around the needs of low-literate seniors.[46]

Partnerships

The organizations administering the demonstration projects are not working alone. All of them are relying on both well-established and new partnerships to assist them in meeting their goals. The majority of the demonstration projects, for example, are receiving some or all of their required 25 percent state or other non-federal contribution from their state. Government offices are also providing services and other forms of support to the projects. In addition, all of the demonstration projects have relationships with community organizations and affiliates in their state or nationwide.[47] For example, a major strength of the *Illinois Connections: Civics Education for Involved Communities*, the Center: Resources for Teaching and Learning, IL, is the partnerships it has formed on the state and local level. To promote English literacy and civics education throughout the state, the Center has formed a State Advisory Council, consisting of representatives from the Governor's Office on Literacy, the Secretary of State's Literacy Office, the Illinois Community College Board, the Illinois State Board of Education, the American Library Association, the Illinois Department of Human Services, the Illinois Coalition for Immigrant and Refugee Rights, and other partners from libraries, schools, and community organizations. The three pilot sites have also sought support from local organizations by inviting them to join their Local Partnership Councils. These Councils, depending on their area of expertise, assist with determining the curriculum content of the EL/CE classes, providing guest speakers, developing civic materials, and supplying venues for civics-related field trips.[48]

Needs Assessment

The needs of adult English language learners targeted by the demonstration projects have been determined predominantly by intake assessments, when the learner first registers for the class. Intake assessments that have been used by the demonstration projects are as follows: student registration forms; student interviews; surveys of learners, teachers and community members; student writing samples; and standardized tests.[49] One demonstration project—*Empowerment Voice—A Collaborative Project*, Lutheran Social Services of New England, Inc., MA—has developed a unique way of determining learners' needs and interests, while at the same time "empowering" the student population. An Empowerment Team, composed of learners of varying educational

[46] U.S. Department of Education, Office of Vocational and Adult Education. (2001). *English Literacy/Civics Education Demonstration Projects*. Washington, DC: Author. <http://www.ed.gov/offices/OVAE/ELCIVICS>

[47] EL/CE Demonstration Project Directors, personal communication, March 2001.

[48] Sue Barauski, Director of the Center: Resources for Teaching and Learning, survey and personal communication, March 2001.

[49] EL/CE Demonstration Project Directors, personal communication, March 2001.

levels, is charged with researching the issues that are important to fellow learners. The Empowerment Team then solicits assistance from service providers that may help address those issues. This approach not only is a means of determining learners' need and interests, but it also teaches those learners who are part of the Empowerment Team how to conduct research, prioritize tasks and issues, and ask for help.[50]

Approaches

Empowerment Voice—A Collaborative Project, Lutheran Social Services of New England, Inc., MA, is also an example of the project-based approach, an approach commonly and successfully used by ESOL programs. Members of the Empowerment Team produce a newsletter using the National Institute for Literacy's *Equipped for the Future* role maps—parent/family member, worker, and citizen/community member—as their basic structure.[51] The newsletter covers topics such as workers rights, obtaining a driver's license, and health access. In addition, the Empowerment Team is responsible for organizing and selecting topics for bimonthly community education events held at the local municipal building. All of the ESOL learners participate in these events, as do government officials, community leaders, the general public, and English language learners who are not enrolled in ESOL classes. The community education events are helpful in breaking down the cultural and language barriers that exist between the adult English language learner population and the rest of the community, as well as creating an open dialog between government officials and adult English language learners.[52]

Bright Ideas: Providing Effective Instruction for Hard-to-Serve Clients, the Coalition for Limited Speaking Elderly, IL, is employing another approach successfully used in ESOL programs; it is creating a curriculum based on a contextualized, integrated approach to teaching and learning. Visual information, such as photographs, graphics, and videos, are used to capture the interest of the elderly learners and to spark discussion in the classroom. For example, elderly learners are asked to bring in photographs of their grandchildren and to speak to the class about the photographs. The Coalition for Limited Speaking Elderly has found that the learners are eager to find the English words to describe the photographs. The program also hosts joint parties or field trips. At these events, the

---

[50] Widi Sumaryono, Senior Program Manager and Birgitta Hart Carpenter, Program Manager, Lutheran Social Services of New England, Inc., survey and personal communication, March 2001.

[51] *Equipped for the Future* (EFF) is the National Institute for Literacy's standards based system reform initiative aimed at improving the quality and outcomes of the adult literacy and lifelong learning delivery system. EFF starts from the recognition that the skills adults need as parents, workers, and citizens go beyond the basic academic skills that have traditionally been targeted by adult education programs. For more information on EFF, visit the EFF Special Collection at http://www.nifl.gov/lincs/collections/eff/eff.html.

[52] Widi Sumaryono, Senior Program Manager and Birgitta Hart Carpenter, Program Manager, Lutheran Social Services of New England, Inc., survey and personal communication, March 2001.

Coalition brings together learners of various ethnic backgrounds and asks them to share information about themselves, their families, and their countries. Learners are able to use photographs, maps, pictures, and food from their native countries to help communicate their stories to other adult learners.[53]

Curriculum

The needs and interests of learners have also been incorporated in the curricula being developed by several of the demonstration projects. The curricula include units that provide learners with a better understanding of the banking, health, legal, education, and government systems in the U.S. Other areas of focus include housing, family literacy, career development, vocational education, consumer education, computer literacy, and U.S. history.[54] For example, the *Process of English and Civics Education (PEACE) Curriculum Project*, California Literacy, Inc., CA, is creating, field testing, and distributing an English and civics literacy curriculum based on life skills issues. Similar to the *Empowerment Voice—A Collaborative Project*, Lutheran Social Services of New England, Inc., MA, the *PEACE* curriculum will be modeled on *Equipped for the Future*. Units may cover the following topics: the education system, community services, housing, consumer education, money management, career development, safety issues, health, emergency and disasters, the environment, the legal system, and the government. Geared toward low-beginning, high-beginning, and intermediate learners, each lesson plan will have the following two goals: 1) to teach adult learners to speak English, and 2) to improve learners' lives throughout the learning process. Learners will also be asked to set personal goals to be completed at the end of each lesson plan, as well as a larger goal for the end of the course. By asking students to set personal goals, teachers will be able to personalize the class and encourage students to apply what they have learned from the class to an action in the community.[55]

Assessment Tools

Assessing learners' progress during the course of the curriculum generally requires several assessment tools. Presently, there is no single assessment tool that meets all of the programs' needs, and programs generally use a combination of standardized tests, material-based tests, portfolios, and other types of coursework.[56] Several programs have created their own civic assessment tools, such as the *EL/Civics Education Program*, Bronx Community College of the City University of New York, NY, and *Bright Ideas: Providing Effective Instruc-*

[53] Rosemary Gemperle, Director, Coalition for Limited Speaking Elderly, survey and personal communication, March 2001.EL/CE Demonstration Project Directors, personal communication, March 2001.

[54] EL/CE Demonstration Project Directors, personal communication, March 2001.

[55] Megan Hunter, Project Coordinator, California Literacy, Inc., survey and personal communication, February and March 2001.

[56] Van Duzer, C. and Berdan, R. (2000). *Perspectives on assessment in adult ESOL instruction*. The Annual Review of Adult Learning and Literacy 200–242. San Francisco, CA: National Center for the Study of Adult Learning and Literacy.

tion for Hard-to-Serve Clients, the Coalition for Limited Speaking Elderly, IL. The Bronx Community College has developed an "Authentic Assessment of their Civic Knowledge," which has learners assess their own civics knowledge at the beginning and end of the course.[57] The Coalition for Limited Speaking Elderly has also created a self-assessment called the "Can-do" list. This assessment helps the organization determine who is qualified for the program. Once the students are admitted, the Coalition uses the assessment tool to track student gains. Teachers also use the "Can-do" list, as well as "Civic Engagement" lists that identify learners' civic experiences, to direct the curriculum. Both assessment tools, as well as other products, have been completed by the Coalition and are available upon request.[58]

Professional Development

Providing professional development opportunities to ESOL teachers is also an area being addressed by the demonstration projects. *PBS ESL/CivicsLink*, PBS LiteracyLink, VA, for instance, is designing a two-tiered professional development program that targets both new and veteran ESOL teachers. They are currently working with three partners in Philadelphia, PA, San Antonio, TX, and Jefferson County, KY, representing a range of experience working with immigrant populations. In creating their professional development effort, *ESL/Civics Link* held focus groups and surveyed 100 teachers from Texas, Kentucky, and Philadelphia to learn about the teachers' backgrounds and professional needs. The resulting Web-based professional development modules will be field-tested at the partner sites and are scheduled to go on-line in the summer of 2002.[59]

Products

At the end of the two-year grant cycle, all of the 12 demonstration projects hope to make available in various formats the materials they produced through their work. The following demonstration projects will have curricula available either on their Web sites or in manual format:

- *Project SHINE*, Temple University, PA
- *ESOL and Effective Citizenry Program*, the Fortune Society, Inc., NY
- *Empowerment Voice–A Collaborative Project*, Lutheran Social Services of New England, Inc., MA
- *FACES*, BOCES Geneseo Migrant Center, NY
- *PEACE*, California Literacy, Inc., CA
- *Bright Ideas: Providing Effective Ideas to Hard-to-Serve Clients*, the Coalition of Limited Speaking Elderly, IL
- *Illinois Connections: Civics Education for Involved Communities*, the Center: Resources for Teaching and Learning, IL

[57] Jean Napper, Project Director, Bronx Community College, survey and personal communication, March 2001.

[58] Rosemary Gemperle, Project Director, Coalition for Limited Speaking Elderly, survey and personal communication, March 2001.

[59] Donna Moss, Project Coordinator, PBS LiteracyLink, survey and personal communication, March 2001.

Organizations will be able to access on-line the virtual teacher at scheduled times from *English Literacy and Civics Education Program*, NAVASA, MD, and the professional development program from *PBS ESL/CivicsLink*, PBS ESL/LiteracyLink, VA. The *EL/Civics Education Program*, Bronx Community College of the City University of New York, NY, will collect effective strategies in a replication manual and offer workshops on those strategies at local, state, and national workshops. In addition, the *ESOL and Effective Citizenry Program*, the Fortune Society, Inc., NY, plans to produce a "how-to" manual for accessing community resources, written by their students in collaboration with staff and tutors. *Empowerment Voice–A Collaborative Project*, Lutheran Social Services of New England, Inc., MA, also plans to make available student newsletters on civic issues, as well as translations of some community information brochures.[60]

To find out more about these and other products, please contact the organizations directly. The organizations' contact information is listed at the end of this report.

Conclusion

While the demonstration projects and other ESOL programs are finding ways to meet the English literacy and civics education needs of their enrolled adult English language learners, the demographic environment in which these programs operate presents a significant challenge to the programs, the adult education community as a whole, and state and federal policymakers. There is no question that the demand for ESOL instruction exceeds the supply of ESOL programs or that many adult English language learners would benefit from civic education. However, there are many questions that require further discussion, such as:

1. According to the U.S. Census projections, the total number of foreign-born in the U.S. could more than double over the next fifty years, from 26 million to 53.8 million.[61] The adult education community can therefore expect that ESOL will continue to be the fastest growing component in the field. How should the adult education community, as well as the federal and state governments, address the existing and projected demand for services?

[60] EL/CE Demonstration Project Directors, personal communication, March 2001.
[61] U.S. Census Bureau. (2000). *National Population Projections*. Washington, DC: Author. <http://www.census.gov/population/www/projections/natproj.html>

2. Given the waiting lists for ESOL classes that exist today in many parts of the country and the projected number of adult English language learners in the future, the already existing shortage of well-trained ESOL teachers will only grow unless programs are given the resources needed to recruit and train teachers. Where will the ESOL programs get the necessary funding to place well-trained teachers in their classrooms?

3. As recently released 2000 U.S. Census figures illustrate, English language learners are no longer isolated in a few states and urban cities. As a result, some states and localities are addressing the demand for ESOL instruction for the first time. What role should the federal and state governments play in assisting these communities as they recruit and train ESOL teachers, develop appropriate curricula, and search for resources to meet this new demand?

4. While several of the demonstration projects are creating new assessment tools, there is currently no consistent assessment system across the states. In addition, many educators would agree that assessing civics education is difficult. The federal government, however, is requiring programs to demonstrate their effectiveness. To help organizations meet this requirement, should the federal government work with states in setting up standards and assessment mechanisms that can be used nationwide?

As these questions are discussed and addressed by policymakers and the adult education community, it is especially important for ESOL programs to network and exchange information and products with one another. Given the limited resources available and the rising demand for English literacy instruction and civics education, practitioners must seek opportunities to build on the progress achieved by quality ESOL programs and avoid duplicating their efforts—particularly in areas such as curriculum development. Programs can use existing vehicles for networking and information gathering, such as the National Center for ESL Literacy Education (NCLE), Teachers of English to Speakers of Other Languages (TESOL), Inc., the National Institute for Literacy (NIFL) LINCS ESL Online Discussion, and other recommended resources listed at the end of this report. In addition, more information will be available about the EL/CE demonstration projects when their grants end in the summer of 2002. By actively communicating and collaborating with one another, ESOL programs will be better prepared to meet the complex and increasing need for English literacy instruction and civics education today and in the future. ◆

EL/CE Demonstration Project Information

Basic English for Lifelong Learning and Citizenship
Catholic Social Services of Fall River, Inc., MA
Grant Award Amount: $ 521,200

Purpose
To expand its English literacy and civics education program to reach 350 immigrants in Southeastern Massachusetts, 100 more than previously enrolled.

Highlights
The project enrolls primarily adult learners who are non-literate in their native languages and are trying to become U.S. citizens. The project has counselors available to help adult learners with transportation issues, legal concerns, and referrals to other agencies. It recruits volunteers through the local media, churches, and schools.

Product
The project plans to disseminate a document summarizing the lessons learned. It will generate lessons learned from monthly staff meetings and end-of-term evaluation meetings.

Contact
Eva dos Santos
Catholic Social Services of Fall River, Inc.
783 Slade St., Fall River, MA 02724–2509
(508) 674–4681
ec@cssdioc.org

Bright Ideas: Providing Effective Ideas to Hard-to-Serve Clients
The Coalition for Limited Speaking Elderly, IL
Grant Award Amount: $ 326,880

Purpose
To test new materials and methods for screening, accessing, and teaching ESOL to low-literate seniors.

Highlights
The project has five selected teaching sites, all community-based ethnic organizations, which will field test new materials and methods. "Can-do" lists have been developed by the project that are designed to capture a learner's perception of their ability to read, speak, and write English in function terms. "Civic Engagement" lists have also been developed by the project that identify learners' experiences in using community resources, media, and technology.

Product
Assessment material ("Can-do" and "Civic Engagement" lists), curriculum material (six curriculum units, three videos, and "Tips for Teachers"), a classroom observation form, and a Web-based learner tracking system will be available on the project's Web page. Assessment materials have been completed and will be accessible on the Web page.

Contact

Rosemary Gemperle
Coalition for Limited English Speaking Elderly
5 West Jackson Blvd., Chicago, IL 60604–3906
(312) 461–0812
clese@juno.com

Empowerment Voice–A Collaborative Project
Lutheran Social Services of New England, Inc., MA
Grant Award Amount: $ 685,200

Purpose

To provide English literacy and civics instruction to adult learners, while increasing adult learners' leadership skills.

Highlights

The project includes an Empowerment Team, composed of learners of varying educational levels, who are responsible for researching curriculum topics important to their fellow learners, producing a newsletter, and organizing and selecting topics for bimonthly community education events. Adult learners are also encouraged to volunteer in the program office in order to gain office experience.

Product

Student produced newsletter, community information brochures, curriculum/lesson plans, and other products will be available by the summer of 2002.

Contact

Widi Sumaryono
Lutheran Social Services of New England
425 Union Street, West Springfield, MA 01089–4115
(413) 787–0725 ext.19
lsswidi@aol.com

English Literacy and Civics Education Program
Bronx Community College of the City University of New York, NY
Grant Award Amount: $ 610,000

Purpose

To provide English literacy instruction and civics education to a primarily Hispanic immigrant population.

Highlights

The project has developed an "authentic assessment" checklist to pre- and post-test learners' perceptions of their civics knowledge. The "authentic assessment" checklist is used in conjunction with the New York State English Placement Exam (NYSE), writing samples, and teacher observations/assessments. A counselor is available to assist adult learners with personal problems and to make referrals to appropriate agencies. The project provides students with computer training. Community volunteers bring expertise to the classroom in areas such as banking and medical care.

Product

The project has developed an authentic assessment of civics understanding, which is used to assess learners' pre- and post- knowledge. A manual for replication purposes will also be developed, to be completed in the summer of 2002.

Contact

Jean Napper
Bronx Community College of the City University of New York
University Ave. and West 181st St., Bronx, NY 10453–3102
(718) 289–5844
jeann@bcc.cuny.edu

English Literacy and Civics Education Program
National Alliance of Vietnamese American Service Agencies (NAVASA), MD
Grant Award Amount: $ 606,600

Purpose
To provide services via a Personal/Virtual English Literacy Program to disadvantaged populations.

Highlights
The project is creating an on-line virtual teacher to be used by eight affiliates nationwide whose student populations are composed of former political prisoners, Armerasians, elderly refugees, and other disadvantaged populations. English skills are taught in the context of workplace skills to prepare students for employment. The project is preparing students to be active citizens who are knowledgeable about their civic duties and civil rights. It is also developing learners' basic computer skills. Volunteer tutors are recruited from high schools and colleges.

Product
A virtual teacher will be available at scheduled times on-line via a "capture card".

Contact
Huy Vu Bui
NAVASA
11501 Georgia Ave., Wheaton, MD 20902–1954
(301) 962–7135
huy.bui@navasa.org

ESOL and Effective Citizenry Program
The Fortune Society, Inc., NY
Grant Award Amount $ 481,200

Purpose
To develop a curriculum to improve the English literacy skills and civics education knowledge of monolingual, Spanish-speaking ex-offenders and individuals on probation or parole, as well as individuals who have received Alternative to Incarceration (ATI) sentences.

Highlights
The project serves learners who generally have limited literacy and education in their native language. Curriculum is content-based. Program volunteers are recruited from the Mayor's office, an adult literacy network, colleges and universities, and from former clients of the agency.

Product
A "How-to" manual for accessing community resources, written by their students in collaboration with staff and tutors, will be available in the summer of 2002.

Contact
Jim Hattan
The Fortune Society, Inc.
39 West 19th St., New York, NY 10011–4260
(212) 206–7070
jhattan@fortunesociety.org

Farmworkers Achieving with Civics Education Services (FACES)
BOCES Geneseo Migrant Center, NY
Grant Award Amount $ 675,300

Purpose
To develop culturally appropriate ESOL language instructional materials for predominantly Latino, low or non-literate, non-English speaking migrant farmworkers.

Highlights
The project will pilot curriculum in in-camp/home classes for migrant farmworkers. Pre-citizenship classes utilizing commercially available materials will be conducted for migrant farmworkers demonstrating advanced oral and written English skills. The project is partnering with five western New York State Migrant Education Outreach Program sites and collaborating with Law, Youth, and Citizenship, Albany, NY, and New York Bilingual Educational Technical Assistance Center.

Product
The project will disseminate English literacy materials, focusing on civics education and life skills, via its Web site.

Contact
Pat Edwards
BOCES Geneseo Migrant Center
27 Lackawanna Avenue, Mt. Morris, NY 14510–1096
(716) 658–7960
pedwards@gvmail.edutech.org

Illinois Connections: Civics Education for Involved Communities
The Center: Resources for Teaching and Learning, IL
Grant Award Amount: $ 530,570

Purpose
To build Illinois' capacity to increase statewide the number and quality of EL/CE programs through the development of innovative, pilot-tested EL/CE programs, related curricula and materials.

Highlights
The project has formed partnerships at the state level to promote literacy and civics education throughout Illinois. It has created Local Partnership Councils to assist with determining the curriculum content, providing guest speakers, developing civic materials, and supplying venues for civics-related field trips. Three Chicago-area adult ESOL programs are piloting the menu style curriculum as it is being developed; the curriculum includes pictures for vocabulary development and language experience stories, a reading passage, suggestions for experiential learning activities, and other extension activities.

Product
The 8-unit curriculum will be available through the Adult Learning Resource Center, contingent upon training.

Contact
Sue Barauski
The Center: Resources for Teaching and Learning
1855 Mt. Prospect Road, Des Plaines, IL 60018–1805
(847) 803–3535
sbarauski@irc-desplaines.org

Literacy and Civics Education in New York
Southern Westchester BOCES, NY
Grant Award Amount: $ 690,000

Purpose
To expand the model of adult learning centers to serve the needs of an ESOL clientele, and to introduce the library as a gateway to information about American social and cultural life.

Highlights
The project operates in two community library centers and provides opportunities for adult immigrants to learn skills to help them actively participate in their communities. The opportunities include ESOL instruction, computer training, conversation instruction, as well as workshops about employment, immigration, education, parenting, and other subjects. Lessons are learner-centered and content-based.

Product
To be determined.

Contact
Maria Morgan
Southern Westchester BOCES
2 Westchester Plaza, Elmsford, NY 10523–1607
(914) 345–8500
mmorgan@swboces.org

PBS ESL/CivicsLink
PBS LiteracyLink, VA
Grant Award Amount: $ 626,250

Purpose
To develop an on-line EL/CE professional development program.

Highlights
The project has three partners in Philadelphia, PA, San Antonio, TX, and Jefferson County, KY. ESOL programs in these areas represent a range of experience working with immigrant populations. Topics of the Web-based professional development modules were determined by a teacher survey. Modules will be based on the project-based model and designed to serve ESOL teachers and tutors. All modules will include civic themes and will be field-tested at partner sites.

Product
Web-based professional development modules are scheduled to go on-line in the summer of 2002.

Contact
Donna Moss
PBS LiteracyLink
1320 Braddock Place, Alexandria, VA 22314–1649
(703) 739–8600
dmoss@pbs.org

***Process of English and Civics Education (PEACE) Curriculum Project*, California Literacy, Inc., CA**
GRANT AWARD AMOUNT: $ 453,100

Purpose
To develop, field test, revise, and distribute an English literacy and civics education curriculum based on life skills issues.

Highlights
The curriculum will be modeled after the *Equipped for the Future* agenda and geared toward low-beginning, high-beginning, and intermediate learners. Learners will be asked to set personal goals to be completed at the end of each lesson plan, as well as a larger goal at the end of the course. The curriculum will be field-tested by eight partners located throughout California.

Product
The multilevel curriculum will be available on the California Literacy, Inc. Web site by the summer of 2002. The curriculum will be supported by a teacher's manual and student handbook, describing individual rights in the U.S.

Contact
Megan Hunter
California Literacy, Inc.
2028 East Villa Street, Pasadena, CA 91107–2379
(626) 395–9989
meganhunter@caliteracy.org

***Project SHINE (Students Helping in the Naturalization of Elders)*, Temple University, PA**
GRANT AWARD AMOUNT: $ 690,000

Purpose
To increase opportunities for elderly English language learners to access English literacy programs linked to civics education.

Highlights
The project trains college students to provide individualized instruction to older immigrants and refugee adults in overcrowded ESOL and citizenship classes. Tutors are able to meet the needs of elders who cannot attend classes by tutoring one-on-one and in small groups at temples, churches, housing projects, and community-based organizations. Adult education programs are located in Philadelphia, San Francisco, Boston, and Miami. The project is also piloting the *First Amendment Project* in San Francisco, which provides professional development to ESOL teachers in programs where SHINE students are tutoring.

Product
Thematic units produced by teachers involved in the First Amendment Project will be field tested throughout the consortium and available through the SHINE Web site (www.projectshine.org) by the summer of 2002.

Contact
Tina Kluetmeier
Temple University
1601 North Broad Street, USB 206, Philadelphia, PA 19122–6099
(215) 204–6836
tinak@astro.temple.edu

Recommended Resources

Center for Applied Linguistics (CAL)
(202) 362–0700 or (941) 922–9816
http://www.cal.org

CAL staff conducts pre-service and in-service professional development for instructional and administrative staff in programs for the teaching of foreign languages and for the teaching of ESL.

ERIC Clearinghouse on Adult, Career, and Vocational Education
(614) 292–7069 or (800) 848–4815
http://www.ericacve.org

This clearinghouse provides comprehensive information on adult and continuing education, career education, and vocational and technical education including employment and training.

ERIC Clearinghouse on Languages and Linguistics
(202) 362–0700 or (800) 276–9834
http://www.cal.org/ericcll/

This clearinghouse provides information on current trends and issues in the language education field. Includes the following areas: foreign languages; English as a second language or foreign language; bilingualism and bilingual education; psycholinguistics and sociolinguistics; theoretical and applied linguistics; intercultural communication and cultural education; study abroad and international exchange.

Laubach Literacy Action (LLA)
(315) 422–9121 or 1–888–LAUBACH
http://www.laubach.org

LLA promotes the role of volunteers in adult literacy programs and the provision of services to all adults in need of basic skills instruction.

Literacy Volunteers of America (LVA)
(315) 472–0001
http://www.literacyvolunteers.org

LVA is a national network of 353 locally based programs, supported by state and national staff. Professionally trained volunteer tutors teach basic literacy and ESL. LVA tutor trainer certification is done by LVA affiliates.

National Center for the Study of Adult Learning and Literacy (NCSALL)
(617) 495–4843
http://gseweb.harvard.edu/~ncsall/

NCSALL conducts research and disseminates strategies to improve the quality of practice in educational programs that serve adult learners.

National Clearinghouse for Bilingual Education (NCBE)

(202) 467–4283 or 1–800–321–NCBE
http://www.ncbe.gwu.edu

NCBE collects, analyzes, and disseminates information relating to the effective education of linguistically and culturally diverse learners in the U.S.

National Clearinghouse for ESL Literacy Education (NCLE)

(202) 362–0700 ext. 200
http://www.cal.org/ncle

NCLE provides information on adult ESL literacy education to teachers and tutors, program directors, researchers, and policymakers interested in the education of refugees, immigrants, and other U.S. residents whose native language is other than English.

National Institute for Literacy (NIFL) LINCS ESL Online Discussion

(202) 238–2025
http://www.nifl.gov/lincs/discussions/nifl-esl/english_second_language.html

This is an electronic discussion forum focusing on English as a second language (ESL) instruction for adults. Discussions include such topics as instructional practices, program design, research, and policy. Listserv archives make previous discussions also available.

National Institute for Literacy (NIFL) LINCS Adult ESL Special Collection

(202) 233–2025
http://www.literacynet.org/esl/

This site is dedicated to providing adult ESL curricular materials and resources, news in the field, and a forum for adult ESL issues.

Teachers of English to Speakers of Other Languages (TESOL), Inc.

(703) 836–0774
http://www.tesol.edu

TESOL promotes the development of the expertise of its members and others involved in teaching English to speakers of other languages.

U.S. Department of Education, Office of Vocational and Adult Education

(202) 205–5451
http://www.ed.gov/offices/OVAE/

OVAE supports programs, including English literacy and civics education activities, that help young people and adults obtain the knowledge and skills they need for successful careers and productive lives.

To order additional copies of this report, please call toll free (800) 228–8813 or visit the NIFL Web site at http://www.nifl.gov/nifl/policy/esl.pdf.

NATIONAL INSTITUTE FOR LITERACY
1775 I Street, NW
Suite 730
Washington, DC 20006–2417
(202) 233–2025
(202) 233–2050 (fax)
www.nifl.gov

NIFL
National Institute for Literacy